

## **CHAPTER II**

### **LITERATURE REVIEW**

This chapter discuss about learning strategies, language learning strategy, previous study, and framework theory.

#### **A. Learning Strategies**

##### **1. Definition of Learning Strategy**

The word strategy comes from the Latin "strategya", which defined the use of plans to achieve goals as an art. Learning strategy, can be used to achieve colorful objects by furnishing subject matter in colorful situations for different scholars in different surroundings according to (Frelberg & Driscoll, 1992). Learning strategies are various ways chosen in a particular learning environment to convey subject matter, including the nature, scope, and sequence of activities that make students have experience in learning (Gerlach & Ely, 1980). Learning strategies include learning materials or packages and are not only limited to the activity procedures (Dick & Carey, 1996). Learning strategies help students to achieve certain learning objectives which consist of the procedures to be used and all the factors of the subject matter.

Learning strategies can be interpreted as a choice of patterns used by teachers contextually, adjustments to student characteristics, school conditions, surrounding environment, formulation of specific learning objectives. Gerlach & Ely (1980) also said that in order to obtain effective and efficient steps of learning activities, there needs to be an attachment

between learning strategies and learning objectives. Learning strategies consist of techniques (procedures) and methods that will ensure students achieve learning goals. Method and technique are words that are often used interchangeably. Gerlach & Ely (1980) said that techniques can be observed in every learning activity. Technique is a path or tool used by the teacher to get to the goal to be achieved by directing student activities. A good teacher, at any time must be ready to use various methods (techniques) effectively and efficiently to achieve goals.

## 2. Types of Learning Strategy

Associated with the definition of learning strategy, the coming discussion is about the kinds of learning strategies. Numerous experts have different opinions about learning strategies. Based on Nasution's book "Learning Strategy," (2017) there are eight kinds of learning strategies:

- a. Expository Learning Strategy: a learning strategy that emphasize a group of students in the process of delivering material orally by an educator so that students can master the subject matter optimally (Sanjaya, 2006).
- b. Inquiry Learning Strategy: a series of learning activities to seek and find answers to a problem that is asked which emphasizes the process of critical and analytical thinking (Sanjaya, 2006).
- c. Problem-Based Learning Strategy: a series of learning activities in the process of solving problems that are emphasized (Nasution, 2017).

- d. **Cooperative Learning Strategy:** a cooperative learning strategy is a learning strategy that directs students to work together in small groups in its implementation, and groups that succeed in achieving learning objectives will be rewarded (Nasution, 2017).
- e. **Affective Learning Strategy:** a series of learning activities that are emphasized by forming a positive attitude in students (Nasution, 2017).
- f. **Contextual Learning Strategy:** a learning strategy that aims to enable students to apply their involvement in life by discovering the material being studied and encouraging students to relate it to real life situations. (Sanjaya, 2006).
- g. **Active Learning Strategy:** collaborative activities that can be used to teach concepts, classification characteristics, facts about objects, or review information (Nasution, 2017).
- h. **Quantum Learning Strategy:** a learning program from an international education company that emphasizes the development of academic and personal skills in the form of an accelerated learning program offered by the Learning Forum (Nasution, 2017).

## **B. Language Learning Strategies**

### **1. Definition of Language Learning Strategy**

Many educators offer differing definitions of language learning strategies, focusing on the types of strategies used and how students handle

the information presented. Language learning strategies are defined differently by many researchers. According to Rigeney (1978) defines language learning strategies as conscious behavior or steps that are often used by language learners to increase the acquisition, storage, retention, recall, and use of new information. Similar to Rigeney (1978), Oxford, Lavine, and Crookall (1989) describe language acquisition procedures. They convey that language acquisition is enhanced and facilitated by the application of language learning procedures. They define language learning strategies as "behaviours, actions, steps, or techniques used by learners to enhance learning, such as seeking dialogue partners in the target language or encouraging oneself to undertake language use challenges" (1989: 29). These authors also point out that these techniques make it easier to gather, store, retrieve, and use information.

## 2. Classification of Language Learning Strategies

Several experts have classified language learning strategies. Rubin (1981, 1987) presented three main strategies directly or indirectly to support language learning. The first learning strategy is cognitive and metacognitive. Rubin explained about cognitive strategies and metacognitive strategies, which can contribute directly to language learning. Cognitive strategies are strategies that require analysis, transformation or synthesis of learning materials. Meanwhile, metacognitive strategies are self-regulation or learning such as planning, goal setting or self-management. The second type is communication strategy, which makes an indirect contribution to learning and the third

type is social strategy, which is used when students are involved in doing tasks and applying or practicing their knowledge (Rubin, 1987).

O'Malley and Chamot (1990) classify language learning strategies into three subcategories: first, metacognitive strategies, which mean strategies applied to plan and think about the learning process; monitor production and understanding; and evaluation after completing the exercise. Furthermore, in the meta-cognitive strategy, it is expected to become an advanced regulator, directed attention, special attention, self-control, functional planning, self-monitoring, and self-evaluation. Second, cognitive strategies are more limited to specific learning tasks and involve more direct influence from the learning material itself. These strategies include repetition, resources, understanding, grouping, recording, deduction, recombination, imaging, auditory representation, keywords, contextualization, elaboration, transfer, and inference.

Oxford (1990) classified another detailed language learning strategy model based on the combination of prior work on good language learning strategies, and her category is "the most comprehensive category of learning strategies". She divided language learning strategies into direct strategies and indirect strategies. Direct strategies involve direct learning and require language processing, which includes:

- a. Memory strategies help learners to retain and recover fresh data, such as categorizing, establishing cognitive associations, utilizing visuals and audio, revising, and implementing movement.

- b. Cognitive strategies empower students to comprehend and generate linguistic expressions through processes like logical deduction, rehearsal, message transmission and reception, examination, and synthesis.
- c. Compensation strategies enable students to utilize the unfamiliar language for understanding or expression, even with limited understanding, and they serve as a substitute for "an insufficient set of linguistic structures and, particularly, of vocabulary". The strategy consists of inferring connotations from situations or using physical signals when students are not familiar with the appropriate phrases. The indirect approach facilitates education indirectly, but is powerful for educational procedures, which include:
  - a. Metacognitive strategies help students in managing their education by engaging in activities such as focusing, organization, self-assessment, and overseeing their mistakes or progress.
  - b. Affective strategies help learners in managing their individual emotions, motivation, and individual view, such as by reducing stress levels, rewarding themselves, and encouraging self-motivation.
  - c. Social strategy refers to the methods by which language learners acquire language by engaging native or target language

speakers, such as asking questions, collaborating with classmates, and enhancing their cultural insights.

Wenden (1991) put forward two primary types of learning strategies: cognitive strategies (choose information, comprehend, memorize, and recover information) and self-management strategies (supervise or control the learning process, such as self-directed learning skills or regulatory skills).

**Table 2.1**  
**Classification of Language Learning Strategies**

Rubin (1987)	Direct Strategies		Indirect Strategies	
	Learning Strategies		Communication Strategy	Social Strategy
	Cognitive Strategy	Metacognitive Strategy		
O'Malley & Chamot (1990)	Cognitive Strategy	Metacognitive Strategy	Social/ Affective Strategy	
Oxford (1990)	Direct Strategies		Indirect Strategies	
	Memory Strategy	Cognitive Strategy	Metacognitive Strategy	Affective Strategy
	Compensation Strategy		Social Strategy	
Wenden (1991)	Cognitive Strategy		Self-Management Strategy	

### 3. The Features of Language Learning Strategies

Strategies are also long-range, in contrast to learning methods, which are frequently used interchangeably with learning strategies. Learning methods are temporary applications of specific actions or tools, while learning strategies are long-term procedures, and learners utilize varied approaches at distinct phases of the learning procedure (Ellis, 1997; Oxford, 1989; Oxford & Cohen, 1992). Learners utilize diverse learning strategies when they are confronted with different difficulties, so learning

strategies are also oriented towards problem-solving, which is also evident in Oxford's research. Oxford (1990) recognized twelve crucial characteristics of language learning approaches, as listed below:

- a. Contribute to the main goal, communicative competence.
- b. Allow learners to become more self-directed.
- c. Expand the role of the teachers.
- d. Are problem-oriented
- e. Are specific actions taken by the learners?
- f. Involve many aspects of the learner, not just the cognitive
- g. Support learning both directly and indirectly.
- h. Are not always observable.
- i. Are often conscious
- j. Can be taught
- k. Are flexible
- l. Are influenced by a variety of factors.

#### 4. How to Apply Language Learning Strategies

Oxford (1990) classified another detailed language learning strategy model based on the combination of prior work on good language learning strategies, and her category is "the most comprehensive category of learning strategies". Here are how to apply these strategies based on Oxford (1990) and these are a reference in making strategy inventory language learning (SILL) questionnaires.

- a. Memory Strategies



Memory strategies help learners to retain and recover fresh data, such as categorizing, establishing cognitive associations, utilizing visuals and audio, revising, and implementing movement. Creating internal relations can be applied through 1) grouping or classifying language materials into meaningful units based on the content, 2) associating or developing new language information with the conception that is already in memory, or 3) placing new words into a meaningful context. In applying images and sounds, it can be done by 1) using visual imagery to remember things; 2) making a semantic map, similar to drawing an illustration of a crucial conception at the center or the top and also linking the crucial conception by lines or arrows; 3) remembering new words using keywords; or 4) remembering new language information according to its sounds. Structured reviewing can help you review well. And the last is employing action, which is achieved by 1) using physical response or action or 2) using mechanical ways of moving or changing things in order to remember the language.

b. Cognitive Strategies

This strategy is a conscious way of processing the target language. It involves four classifications as well: practicing, receiving and sending messages, analyzing and reasoning, and creating the structure for input and output. Practicing consists of 1) repeating, rehearsing, and imitating the language; 2) formally

practicing sounds and writing systems; 3) being alive in recognizing and using formulas or patterns; 4) recombining some principles in a new way; and 5) practicing the new language in natural ways. Receiving and sending messages involves 1) getting the idea quickly by skimming and scanning, and 2) using print or non-print resources to understand and produce messages. Analyzing and reasoning include 1) using general rules and applying them to the target language in order to reason deductively; 2) analyzing expression in order to understand the meaning of the whole expression; 3) analyzing contrastively, such as comparing elements like sounds, vocabulary, or grammar to determine the similarities and differences; 4) translating as the basis for understanding and producing the language; and 5) transferring the knowledge, generalities, or structure from one language to another. And the last is creating structure for input and output, which requires 1) taking notes on specific ideas or contents, 2) making a summary, or 3) highlighting important information in the passage.

c. Compensation Strategies

Compensation strategies allow learners to communicate effectively and convey their intended message, despite the limitations in their language proficiency. This strategy consists of guessing intelligently and overcoming limitations in speaking and writing. Guessing intelligently

can be achieved by 1) using linguistic clues such as seeking and using language-based clues to guess the meaning of what is heard or read in the language, or 2) using other clues such as seeking and using clues that are not language-based in order to guess the meaning of the language. Next, overcoming limitations in speaking and writing can be achieved by 1) switching to the mother tongue, 2) asking someone for help, 3) using mime or gesture, 4) avoiding communication partially or totally, 5) selecting the topic in order to direct communication, 6) adjusting or approximating the message, 7) coining the words to communicate the desired idea, and 8) using a synonym.

d. Metacognitive Strategy

The strategy enables learners to manage their cognition to synchronize the learning process. This strategy involves focusing on your learning, organizing and scheduling your learning, and assessing your learning. Centering your learning includes 1) overviewing materials and linking them with what is already known, 2) paying attention, or 3) delaying speech to concentrate on listening. Arranging and planning your learning path can be achieved by 1) finding out how language works, 2) organizing the conditions of learning to achieve optimal learning, 3) setting points for language learning, 4) identifying the purpose of language tasks, 5) planning for language tasks, or

6) seeking practice opportunities. And evaluating your learning involves self-monitoring and self-assessing.

e. Affective Strategy

Affective strategy supports students in handling their emotions, motivation, and mindsets related to the educational journey. It involves reducing stress, motivating oneself, and monitoring one's emotional state. Lowering anxiety can be described as 1) using the technique to alternate the tense by deep breathing or meditation, 2) using music, or 3) using laughter. While encouraging yourself includes 1) making positive statements, 2) taking risks wisely, or 3) giving yourself rewards, Last, taking an emotional temperature can be achieved by 1) understanding your condition, 2) using a checklist to discover feelings, attitudes, and motivation, 3) writing a language learning diary, or 4) discussing your feelings with others.

f. Social Strategies

This strategy promotes acquisition of language by fostering connections with others. It involves posing inquiries, collaborating with peers, and demonstrating empathy towards others. Asking questions can be described as 1) asking for clarification or verification, or 2) asking for a correction. Meanwhile, cooperating with others can be applied by 1) cooperating with peers or 2) cooperating with complete users or native speakers of the language. And last, empathizing with

others involves 1) developing cultural understanding and 2) becoming aware of others' thoughts and feelings.

#### 5. The Significance of Language Learning Strategies

The significance of utilizing language learning strategy is essential for learners. Numerous individuals fail to recognize that developing a strategy for learning is a vital component of acquiring a foreign language, particularly English. Numerous students acquire knowledge through following to the teacher's guidance. Scarcely some students apprehend the significance of language learning strategies. Furthermore, a meager number of students can discover an efficacious way to mastering a language. As emphasized by various researchers like Oxford (1990a), Cohen (1987), and O'Malley and Chamot (1990), in the *Shmais* journal, it is stated that proficient learners should employ a variety of strategies to tackle the challenges they encounter. Moreover, several previous researchers have highlighted that proficient learners employ learning strategies while acquiring languages, particularly those that are unfamiliar.

Utilizing suitable language learning strategies can enhance the linguistic abilities of individual learners. Hismanoglu (2000) stated that using language learning strategies helps language teachers understand how students assess their situations and conditions in the learning process, choose skills, and plan so that students can understand, learn, or remember information in language class. It can be seen that because it is a basic aspect of language learning that can help learners improve their language

knowledge, language learning strategies have an important role in learning foreign languages.

### **C. Previous Related Study**

Many researchers already conducted language learning strategies. In this part of the discussion, the researcher explained how this study is related to the previous study.

The first study is entitled Gender Differences on Learning Styles and Learning Strategies of English Department Students of STAIN Kediri by Nurkholida (2016). Researchers found different styles and strategies for learning for male and female students. This research also provides more opportunities for students to use language learning strategy (LLS) more often. It is very important for language teachers to familiarize learners with the most common language learning strategies. Initially, the teacher identifies the student's current strategy, explains the rationale for and application of the additional learning strategy, provides resources and materials for practice, and evaluates or assists students in assessing their level of success with the new learning strategy. It is important for students and teachers to be aware of students' individual learning style preferences to ensure that all students have an equal opportunity. In summary, male and female students in the second semester of an English major have different preferences in learning styles and language strategies. Male students prefer visual and kinesthetic learning styles, while female students prefer audio and group learning styles. Male students have two preferences for language learning strategies, namely cognitive and compensatory, while female students prefer affective and social strategies.

Biological and social factors can contribute to gender differences. Women's greater social orientation, stronger verbal skills, and greater adherence to linguistic and academic norms can be associated with gender differences.

In this study, both the previous researcher and the writer employed the Strategy Inventory for Language Learning (SILL) as the primary tool, English education Department student IAIN Kediri as participant, language learning strategy as the main of the research, English as a Foreign learner participant. In addition, the difference between the previous researcher and the writer, previous study: examine gender differences in the use of language learning strategies, this study: did not examine gender differences in the use of language learning strategies, and the writer concentrates on examining the language learning strategy employed by students in their 4<sup>th</sup> and 6<sup>th</sup> semester.

The second study is entitled Language Learning Strategies of English Education Department Of FITK: A Comparison Descriptive Study at the Fourth and the Sixth Students) by Lestari (2015). The aim of this research is to describe the preferred learning strategies employed by English education department FITK students. The research participants were 30 fourth-semester students and 30 sixth-semester students of FITK. A mixed-methods approach was utilized, employing a survey to gather information about the participants' backgrounds and a questionnaire adapted from Oxford's learning strategy (SILL version 7.0). The findings reveal that the FITK students use all learning strategies, including memory, cognitive, compensation, metacognitive, affective, and social strategies, and are classified as moderate users of learning strategies. Metacognitive strategies were the most frequently used learning

strategy among FITK students, while memory and social strategies were the least frequently used. Additionally, the results indicate that fourth-semester students use more learning strategies than sixth-semester students. The most frequently used learning strategy by both semester students is metacognitive strategy, while the least frequently used by fourth-semester students is memory and by sixth-semester students is social strategy.

In this study, both the previous researcher and the writer employed the Strategy Inventory for Language Learning (SILL) as the primary tool, English education Department student as participant, language learning strategy as the main of the research, English as a Foreign learner participant. The difference between both studies are, previous study did not examine the differences in several majors, but this study examines the differences in several majors at IAIN Kediri.

The third study is entitled Language Learning Speaking Strategies Used By Non-English Department Students (A Case Study At LSB UIN Walisongo In The Academic Year 2019/2020) by Anwar (2019). The aim of this research is to analyze the learning strategies employed by Non-English Department Students of LSB to learn English speaking during the academic year 2019/2020. The objective is to explain the advantages and disadvantages of the learning strategies employed by the Non-English Department Students of LSB when it comes to speaking skills. The study comprised 50 LSB members of UIN Walisongo during the academic year 2019/2020 and adopted a mixed-method approach. The research tools consisted of a survey that explored the participants' backgrounds, a questionnaire that was adopted from Oxford's



learning strategy (SILL version 7.0), and interviews. The study results unveiled the learning speaking strategies that the Non-English Department Students of LSB UIN Walisongo used. The researcher employed a questionnaire strategy inventory language learning (SILL) suggested by Oxford (1989) and an interview to answer the first research question. The research findings showed that the students in LSB UIN Walisongo employed almost all of the learning strategies by Rebecca L Oxford, including memory strategies, cognitive strategies, compensation strategies, metacognitive strategies, affective strategies, and social strategies. Additionally, based on the outcome of the research, the researcher identified some strengths and weaknesses. The strengths of the students were that they could enhance their vocabulary, speak English fluently, pronounce words accurately, motivate themselves, have confidence and courage while speaking, and classify words. The weakness was their grammar, as the students tended to overlook it while speaking.

In this study, both the previous researcher and the writer employed the Strategy Inventory for Language Learning (SILL) as the primary tool, language learning strategy as the main of the research, the results showed that the students used almost all of the learning strategies, English as a Foreign learner participant. The difference between both studies are, previous study: The participants are Non-English Department Students, and Analyze the strategies of learning English speaking used by Non-English Department Students, this study: The participants are English Department Students and did not specify the skills studied (include all English skills).

The fourth study is entitled *The Role of Gender and Language Learning Strategies in Learning English* by Aslan (2009). The aim of this research is to examine the learning strategies employed by EFL learners, determine the quantity of strategies used and identify the differences in domains where these strategies are applied. The study also hopes to establish the correlation between the use of strategies and levels of success, investigate the discrepancy in strategy use between genders, and its impact on academic performance. The sample group consisted of 257 participants (153 males and 104 females) from Atilim University's English Preparatory School. Data was collected through Oxford's (1990) Strategy Inventory for Language Learning (SILL) and analyzed using independent t-tests, ANOVA tests, and SPSS (15.0). The results indicate that language learning strategies have a positive impact, and females outperform males in achievement tests. This suggests that there is a significant relationship between gender, academic performance, and language learning strategies.

In this study, both the previous researcher and the writer employed the Strategy Inventory for Language Learning (SILL) as the primary tool, language learning strategy as the main of the research, English as a Foreign learner participant. The difference between both studies are, previous study: find out the difference in strategy use between gender, and its influence on their achievement, this study: did not examine gender differences and its influence of learning strategies.

The last study is titled *Language Learning Strategies: Investigating the Effect of Explicit L1 Strategy Instruction in English Language Learning of*

King Saud University Female Students in Saudi Arabia by Albulmeha (2008). The objective of this research is to explore the correlation between direct teaching of first language strategies and language acquisition in female learners. It aims to differentiate the usage of strategies before and after instruction and to analyze the impact of strategy courses on the language proficiency levels of the participants at the end of the semester. The research sample comprises female undergraduates who are majoring in English and who belong to the "level two" category at the College of Languages and Translation. The study design is quasi-experimental, and the data collection tool is a questionnaire called the Strategy Inventory Language Learning (SILL). The results reveal that there is no significant enhancement in strategy use, and that there is a marked reduction in metacognitive strategy usage among students from the experimental group.

In this study, both the previous researcher and the writer employed the Strategy Inventory for Language Learning (SILL) as the primary tool, language learning strategy as the main of the research, English as a Foreign learner participant. The difference between both studies are, previous study: this study aims, to investigate the relationship between explicit first language strategy instruction and language learning among female learners, to examine whether any differences in strategy use after strategy instruction and to investigate the effect of strategy courses on subject language proficiency levels by the end of the semester, this study: did not investigate the relationship between explicit first language strategy instruction and language learning among female learners, did not examine whether any differences in strategy use after strategy

instruction and to investigate the effect of strategy courses on subject language proficiency levels by the end of the semester. But, this study investigates the differences between language learning strategy used by the students at 4<sup>th</sup> and 6<sup>th</sup> semester and in every major that exist at English department students of IAIN Kediri.

Based on the previous research, it is evident that the utilization of language learning strategies significantly impacts students' language acquisition. Furthermore, there are numerous intriguing aspects that warrant exploration, such as gender and academic performance. The preceding studies underscore the pivotal role of academic performance in learning strategy employment. Additionally, they all express an interest in investigating potential disparities in learning strategies between male and female students. It is apparent that gender and academic performance are critical issues in language education. However, this study solely aims to describe the language learning strategies employed by English department students in the 4<sup>th</sup> and 6<sup>th</sup> semester. The present study shares a similarity with prior research in that both the previous researchers and the author employed the Strategy Inventory for Language Learning (SILL) as their research instrument. In this study, the author focuses on examining the learning strategies of students based on their different semester specifically 4<sup>th</sup> and 6<sup>th</sup> semester students.

#### **D. Framework Theory**

Based on the theoretical studies that have been put forward above, it can be seen that there is an effect of using language learning strategies on language learning itself. All students and teachers as educators want to achieve

high learning outcomes aimed at the achievements they get, because high results are an indication of the fluency and success of language learning. Some basic assumptions are that by understanding language learning strategies students will find it easier to learn language. The greater the effort to create conditions for the learning process, the higher the results or products of the learning. The better the effort in class management, the better the achievement of learning processes and outcomes will be.

Efforts made to achieve high results in language learning are also influenced by language learning strategies. The assumption that language learning strategies can affect the learning outcomes of these students is because by knowing language learning strategies students can maximize their potential and methods that are appropriate and appropriate for themselves. A student who can take part in the teaching and learning process well has the greatest possibility that the learning outcomes he will achieve will be high or the learning achievement he will achieve is high.